DOCUMENT RESUME

ED 036 380 RC 004 109

AUTHOR RUGH, PATRICIA A.; SCARDAMALIA, MARIENE L.
TITLE LEARNING PROBLEMS OF THE MIGRANT CHILD. ANNOTATED BIBLIOGRAPHY.
INSTITUTION BUCKNELL UNIV., LEWISBURG, PA.
PUB DATE AUG 67
NOTE 15P.; BIBLIOGRAPHY PREPARED FOR THE BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD (BUCKNELL UNIVERSITY, LEWISBURG, PENNSYLVANIA, AUGUST 1967)

EDRS PRICE EDRS PRICE MF-$0.25 HC-$0.85
DESCRIPTORS ADMINISTRATION, *ANNOTATED BIBLIOGRAPHIES, *CURRICULUM, EDUCATIONAL DISADVANTAGEMENT, *INSTRUCTION, LEARNING DISABILITIES, LEGISLATION, LIVING STANDARDS, *MIGRANT CHILD EDUCATION, MIGRANT EMPLOYMENT, *PROGRAM DESCRIPTIONS

ABSTRACT

SINCE THE MIGRANT FAMILY HAS UNIQUE ECONOMIC AND EDUCATIONAL PROBLEMS WHICH SUBSTANTIALLY INFLUENCE THE CHILDREN, THIS ANNOTATED BIBLIOGRAPHY WAS COMPILED TO PRESENT LITERATURE WHICH IS DIRECTLY RELATED TO THESE PROBLEMS. MORE THAN 50 ENTRIES, PUBLISHED FROM 1957 THROUGH 1967, COMPRISE THE BIBLIOGRAPHY. THE DOCUMENT IS APPENDED WITH EVALUATIONS OF THE NATURE AND CONTENT OF EACH ENTRY, AND WITH RATINGS OF EACH ENTRY ON THE BASIS OF RELEVANCE TO THE 1967 BUCKNELL CONFERENCE ON LEARNING PROBLEMS OF THE MIGRANT CHILD. (BD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED036380

LEARNING PROBLEMS

OF THE

MIGRANT CHILD

ANNOTATED BIBLIOGRAPHY

BY

PATRICIA A. RUGH
Conference Assistant

AND

MARLENE L. SCARDAMALIA
Conference Assistant

BUCKNELL CONFERENCE

AUGUST 1967

BUCKNELL UNIVERSITY

LEWISBURG, PENNSYLVANIA

RC004109

Selected for inclusion in this annotated bibliography are those sources which are directly relevant to the migrant laborer's economic position and educational problems. Literature on remedial reading and the culturally disadvantaged could logically have been included, as these areas are related to the emphases of the Bucknell Conference on Learning Problems of the Migrant Child, but for the most part, it has been omitted. Those wishing a broader survey of related literature are referred to An Interdisciplinary Approach to Education for Migrant Children (1967), a selected bibliography available from the State Department of Education, Tallahassee, Florida.

Bereiter, C., & Engelmann, S. Teaching disadvantaged children in the preschool. Englewood Cliffs: Prentice-Hall, 1966.

Recognizing the fact that disadvantaged children of preschool age are already seriously retarded on tests of intellectual ability and that this retardation is most pronounced in language development and reasoning ability, the authors propose an intensive, accelerated approach in preschool instruction for these children. They reject the "whole child" approach because they feel that it, at best, can only lessen the child's many learning deficiencies, not eliminate any of them. In contrast, if the child's language deficiency could be dealt with, it is likely that his other, closely related handicaps could be remedied. Supporting this position is research showing that within a year the language handicaps of even severely deprived children can be overcome with simultaneous personality and social development occurring as well. The authors cover academic objectives and management of the preschool in addition to the basic teaching strategies that are vital to their program. Discussion of the language, arithmetic, and reading programs are both comprehensive and specific, with numerous examples of lessons and appropriate instructional techniques.

Blackwood, P. C. Report of two conferences on planning education for agricultural migrants. U. S. Department of Health, Education, and Welfare, Office of Education, July, 1957.

The concern felt in the Office of Education for the education of migrant children precipitated two conferences in May, 1957, one in Michigan and one in Mexico. This report presents the highlights of the discussions held, covering cooperation of the school organization and financial support, curriculum planning, and leadership development in migrant education. Specific projects are described at some length, and numerous recommendations, evolving from conference activities and interaction, are stated.

Bradman, M., & Kelley, K. C. Summertime and the learning wasn't easy. New York State Education, 1963, 50(7), 20-22.

This is a concise, well-written account of a six-week summer school (1962) for migrant children near the King Ferry Labor Camps in New York. The authors describe the problems of language and deprived background which the teachers faced and discuss important characteristics of these migrant children (most of whom came from Florida) in some detail. Gains made by the children during the session are summarized.

Cheyney, A. B. Teaching culturally disadvantaged in the elementary school. Columbus, Ohio: Charles E. Merrill Books, 1967.

In writing this book the author attempts to span the gap between learning theory and present instructional practices used with the culturally disadvantaged. In the first section of the book he gives a realistic overview of the situation, discusses important characteristics of culturally disadvantaged children and those who teach them, and presents a number of definite strengths these children possess that he feels could serve as the basis of an effective curriculum. The second section of the book concerns language. Language development of culturally disadvantaged children is discussed, and approaches to reading, listening, speaking, and writing are presented. Throughout the book, research studies are cited which provide a basis for the author's position. Numerous instructional techniques and materials that teachers have found effective in teaching culturally disadvantaged children illustrate the opportunities for practical application.

Coles, R. What migrant farm children learn. Saturday Review, 1965, 48, 73-74.

Written by a child psychiatrist who recently completed a two-year study of migrants, this article presents an excellent description of the migrant child's needs and way of life. The author points out that the migrant has little real need for an education, as it is largely irrelevant to his present existence. What little learning he receives in school the migrant forgets very quickly. As the author sees it, the problem is that of making this education more closely related to the needs and lives of these people, and thus more meaningful and desirable to them. He sees a specific need for regional networks of schools (some of them mobile), staffed by teachers genuinely concerned with the customs, values, and beliefs of the migrant.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. Migrant child care centers and services in Pennsylvania. Harrisburg, Pennsylvania, 1958.

This report gives an account of the services provided for migrants in Pennsylvania during 1958 by the Department of Public Welfare.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. ... with the wind and the rain. Harrisburg, Pennsylvania, 1959.

This annual report of the Pennsylvania migrant program describes community organization and planning, day care centers, and social services for children and families.

Commonwealth of Pennsylvania, Department of Public Welfare, Bureau of Family and Child Welfare. Reading for tomorrow. Harrisburg, Pennsylvania, 1960.

The migrant programs offered in Pennsylvania during 1960 are described, with detailed accounts of various day care and child welfare services.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. We rally to the harvest. Harrisburg, Pennsylvania, 1963.

This report gives a comprehensive account of the migrant program in Pennsylvania during 1963.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. Pennsylvania migratory labor program. Harrisburg, Pennsylvania, 1964.

The 1964 migrant program in Pennsylvania, carried out through the cooperative efforts of the government agencies and volunteer groups, is described.

Commonwealth of Pennsylvania, The Governor's Committee on Migratory Labor. Pennsylvania migratory labor program. Harrisburg, Pennsylvania, 1965.

This annual report describes the migrant programs and services of government and volunteer agencies in Pennsylvania during 1965.

Cutts, W. G. Reading unreadiness in the underprivileged. NEA Journal, 1963, 52(4), 23-24.

The article stresses the need for cultural enrichment programs for the underprivileged, stating that although this approach may never be able to compensate fully for present deficiencies, it is the most productive manner for closing present gaps. Since adequate communication skills are the most important need of the culturally disadvantaged, the primary purpose of enrichment programs should be to provide experiences which will help children master the basic language skills of listening and speaking.

Edwards, E. P. Children of migratory agricultural workers in the public elementary schools of the United States: Needs and proposals in the area of curriculum. Harvard Educational Review, 1960, 30(1), 12-52.

Although this article was written in 1960, its excellent review of migrant labor conditions is still pertinent. The brief account of the migrant laborer's background and the problems inherent in the migrant child's relations with the schools is a source of answers to questions often posed by teachers who lack experience in working with these children, and it offers some insight into problems that they may encounter. In the section "Attempts to Meet the Problems," the author discusses projects initiated by various states and agencies to combat the migrant labor problem. By combining the best points of each program, the author presents a comprehensive review of the literature available in 1960 concerning the educational objectives and methods that have been most efficient in dealing with migrants.

First, J. M. The educationally deprived. Michigan Education Journal, 1961, 39, 194-199.

The author discusses problems resulting from migrancy and several experiments which were attempted in an effort to combat these problems.

Florida Department of Education. Planning Florida's migrant education program. Tallahassee, Florida, 1966.

The 1966 workshop which this publication reports was concerned with development of a realistic and effective migrant program for the state of Florida. Consideration was given to a wide variety of educational problems. Consultants' speeches, included here, focus on such concerns as self concept development, selection of curriculum materials, inservice training for teachers, parent involvement, electrical processing of educational data, and evaluation criteria.

Frierson, E. C., & Barbe, W. B. (Ed.) Educating children with learning disabilities: Selected readings. New York: Appleton-Century Crofts, 1967.

Five particularly relevant chapters in this book are abstracted immediately below.

Brueckner, L. J., & Bond, G. L., Diagnosis and treatment of spelling difficulties.

The diagnosis of spelling difficulties requires procedures ranging from systematic, standardized techniques to the application of informal observational procedures. The chapter gives a good summary of diagnostic procedures and appropriate treatments that can be utilized in the area of spelling.

Fletcher, L. G. Methods and materials for teaching word perception in corrective remedial classes.

Success in reading is based on the ability to identify words and to associate printed symbols with ideas. The author discusses three basic methods for teaching words: the sight method, the kinesthetic method, and the phonetic approach. The remedial teacher should be familiar with these and be able to combine them in accordance with individual situations.

Frierson, E. C. Clinical education procedures in the treatment of learning disabilities.

The clinical approach to learning stresses growth in terms of individual gain on measures of specific skills, and it necessitates the grouping of children according to ability; the traditional method develops an overall curriculum based on findings from several disciplines, and it groups children according to age. In using the clinical approach, the educator must be familiar with the different ways of teaching a subject. The author discusses twelve approaches for teaching reading. Although the chapter is not directly applicable to migrant labor problems, it does provide a method for coping with underachievement in general. This method depends upon thorough diagnosis, sound selection of teaching procedures, and objective measurement of success.

Hirsch, K. Tests designed to discover potential reading difficulties at the six-year-old level.

The tests discussed in this chapter are designed to measure the child's ability to pattern, structure, and respond to stimuli in general, and, to a degree, to integrate behavior. The testing helps to identify the children who are not ready for first grade. In addition, it assists in determining what type of help is suitable for each child. An excellent overview of the many reading difficulties that may be present is included, and suggestions for analyzing each difficulty are given.

Kirk, S. A., & McCarthy, J. J. The Illinois Test of Psycholinguistic Abilities -- An approach to differential diagnosis.

The ITPA was developed to assess deficiencies in communication skills. It is meant to be used for diagnosis, to define how an educational or remedial program can be initiated rather than to classify the child into a particular category related to IQ level. The test is developed according to a theoretical model proposed by Osgood, and sub-tests have been developed which tap each skill involved in psycholinguistic abilities. Case studies are given which will help a user understand how the results can be applied to a remedial program.

Frost, J. School and the migrant child. Childhood Education, 1964, 41, 129-132.

A summer school (1962, 1963) for migrants in Arkansas is described. Covered in the discussion are school activities (with emphasis on their relatedness to the real experiences of the child), home life, basic human needs, and language capabilities of these children. The needs for such a school are defined as good teachers, time, space, and materials.

Garcia, A. A. Bridge to a better life. Texas Outlook, 1963, 47(3), 30-31.

This very general account of the migrant's situation places emphasis on the causes for the failure of migrant children in school. The author makes some suggestions for alleviating the situation.

Haney, G. E. Problems and trends in migrant education. School Life, 1963, 45(9), 5-9.

The author, in 1963, worked in the Office of Education as a specialist in the education of migrant children and as a member of the ad hoc committee of the President's Committee on Migratory Labor and the Interdepartmental Committee of the U. S. Department of Health, Education and Welfare. That he faces the

migrant labor problem realistically is reflected in his writing. He presents a brief, concise, very informative, and well written summary of the problems facing migrants. These include seasonal impact on schools, school transfer records, grade placement of pupils, acquisition of teachers, school attendance problems, need for educational continuity, and financing school programs. Where possible, he gives suggestions for alleviating these problems and goes on to discuss the trends in migrant education on the local, state and federal levels.

Harnishfeger, L. A desk for Ignacio. Ohio Schools, 1965, 43(4), 30-33.

The educational program (1963) offered by the Pandora-Gilboa School District, Putnam County, Ohio, to Spanish-American migrant children is described. Because of the marked differences in reading and speaking abilities of the children, individualized instruction was emphasized. Materials and techniques were chosen for their relevance. Migrant children were separated from the resident students when the regular school opened in September because of their special needs.

Heffernan, H. Migrant children in California schools. California Journal of Elementary Education, 1962, 30, 228-236.

A survey of eighty districts serving migrant children in California was made in 1961. The findings reveal the inadequacies of the schools and illustrate a need for future legislation. The author uses five case histories to support his ideas and ends the article by suggesting specific goals, in the form of support for relevant legislation, which would lead to better education for the migrants.

Karraker, C. Education for our rural slums. School and Society, 1963, 91(2229), 276-277.

This article is an excellent review of the problems confronting the education of migrant children. Because of their non-resident status, compulsory education laws of the states do not apply to migrant children. Consequently, school achievement is often found to be below the minimum standard of literacy. The author cites several states that have made progress in improving migrant education, focusing on the exemplary work of Colorado. This state has held summer schools for migrants since 1955, using experienced teachers and building facilities of the regular school system. The Migrant Educational Research Program in Colorado has led to a stronger, more extensive migrant program. Teachers of migrant children have attended inservice programs at Adams State College since 1957, and this college has become a center for studies in migrant education. The author stresses that much more needs to be done to improve educational opportunities for migrant children, including meeting the needs for day care centers for preschool children.

Kell, L., & Alsup, B. One cup of sugar: Home economics and migrant families. Journal of Home Economics, 1963, 55, 142-144.

A general description is given of methods used to provide a day care center for Mexican-Americans. Through the use of volunteers, graduate students, and undergraduate students, a program was set up which took into account the educational, medical and nutritional needs of the children involved. The article provides a general account of the migrant's living conditions.

Kidd, M. C. A chance to succeed. Texas Outlook, 1965, 49(8), 16-17.

In an experimental, concentrated program for migratory children in Texas (1963-64), a teacher condensed a regular nine month school term into six months

and obtained comparable scores between migratory children taught at the quickened pace and residents who were taught the same material over a period of nine months.

Laing, J. H. Migrant school helps children catch up. Nations Schools, 1967, 79(2), 67-68.

This brief article summarizes the bilingual (Spanish and English) approach used in the Merced County Migrant School Project in California. Verbal skills are emphasized in the elementary classes by teachers and highly qualified aids. Child care centers provide meals and facilities for the hours during which parents are in the fields. Preschool education stresses language development, and evening classes in relevant skills are held for adults.

Lake Byrd Conference Center. Report and recommendations of the consultation on services to children in the east coast migrant stream. Avon Park, Florida, 1965.

This publication is the product of a 1965 conference held in Florida. Panel discussions and addresses are summarized, and participants' reactions and recommendations are noted. The need for intrastate and interstate coordination and continuity of services is emphasized, and some very good suggestions are made.

Mackintosh, H., Gore, L., & Lewis, G. M. Disadvantaged children series. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1965.

The four pamphlets in this series are abstracted immediately below.

No. 1. Educating disadvantaged children under six.

In this pamphlet techniques are described that have been found useful in work with educationally disadvantaged children. Program emphases that are discussed include verbal ability, understanding of self and others as well as the environment, intellectual development, and emotional and cultural resources of the child. Other attributes of such an educational program (desirable teacher characteristics, parent-school relationships, supplementary services and facilities) are also discussed.

No. 2. Educating disadvantaged children in the primary years.

The discussion of special problems of the disadvantaged child in the primary school is based on the findings of research done in sixteen large cities in this country in 1964. Of special interest is the survey of "promising practices," covering organizational changes, reduction of teacher-pupil ratio, special staff asssistance, relationship between the school and parents, and summer school opportunities for these children. Special programs in New York, Baltimore, and Pittsburgh are covered briefly, and a large number of effective classroom activities are described in some detail.

No. 3. Educating disadvantaged children in the middle grades.

Following a format similar to that of the second pamphlet in this series, the authors discuss desirable goals and the scope of the curriculum for the middle grades. "Promising practices" which have been found effective by teachers of disadvantaged children are described, and summaries of special programs in Boston, Chicago, New York, Pittsburgh, and San Diego are included.

No. 4. Administration of elementary school programs for disadvantaged children.

This fourth pamphlet is written for administrators. It gives an account of some of the administrative problems and responsibilities involved, sketches the nature and extent of the elementary school problem, and summarizes the efforts made by school districts investigated in this survey, including the special provisions of sixteen of the cities studied.

Moore, T. E. The slaves we rent. Scranton, Pennsylvania: Haddon-Craftsman, 1965.

The book provides the historical background of the migrant labor situation. The deplorable conditions and frequent exploitation that are a part of the migrant laborer's daily life are vividly described.

Morales, H. From their hands, a feast. American Education, 1965, 1(10), 1-5.

This is a good summary of state and federal involvement in the improvement of migrant education (as of 1965). The author describes in detail a program in which he was involved, called Action for Community Development. He discusses the excellent and many-faceted progress made by one community, Meadow Wood Acres, near San Antonio, Texas, under this program.

National Council of Teachers of English, NCTE Task Force on Teaching English to the Disadvantaged (Cochairman: R. Corbin, & M. Crosby). Language programs for the disadvantaged. Champaign, Illinois: NCTE, 1965.

The NCTE in 1965 appointed a special task force to determine the effectiveness of language learning in special projects and programs for the disadvantaged across the country. They sought to identify effective educational practices and, in particular, to study language learning among the disadvantaged. Reactions and comments given by consultants to the task force are particularly useful because the views presented reflect a wide variety of approaches. In addition, two reports review the critical aspects of research in linguistics and psychology as these areas pertain to disadvantaged learners. The book offers excellent guidelines for setting up future programs.

Ogle, A. The plight of migrant America. America, 1966, 115(2), 33-34.

The author protests the apparent apathy of the majority of Americans toward the pathetic position of the migrant worker in this country. This distressing situation is briefly sketched, and statements by some concerned leaders in the United States are cited.

O'Hara, J. Disadvantaged newcomers to the city. NEA Journal, 1963, 52(4), 25-27.

Although this article is concerned with rural-to-urban migration, especially among migrants from the Southern Appalachians, it does make several points that are applicable to the constantly moving migrant child: (1) Since these children lack the competitive spirit that motivates many pupils in urban schools, teachers should capitalize on physical education, not as an end in itself, but as a means developing interest in symbols and abstractions; (2) The school must begin instruction where the pupils are and not where it thinks they should be; (3) Greater attention must be given to reading skills; (4) Most academic subjects must be offered on at least three levels of difficulty.

Otto, W., & McMenemy, R. A. Corrective and remedial teaching: Principles and practices. Boston: Houghton Mifflin, 1966.

The authors' approach to corrective and remedial teaching is one that begins with diagnosis of the problem so that all learning begins where the child is, not where the teacher thinks he should be. The book is essentially a guideline to aid teachers in dealing with the problems associated with underachievement. Emphasis is placed on reading skills because it is the belief of the authors that success in all academic areas is dependent upon reading abilities; however, the methods described are generally applicable to all phases of remedial teaching. The book has a threefold purpose: (1) to present a resume of techniques and materials that have been found useful in dealing with learning problems associated with underachievement; (2) to suggest a rationale for a specific approach to the development of programs of corrective and remedial teaching for children who are underachievers; (3) to suggest an orientation to remedial teaching. General fundamentals of diagnosis and remedial teaching as well as diagnostic and remedial techniques for specific skills are presented.

Palley, H. A. The migrant labor problem -- its state and interstate aspects. Journal of Negro Education, 1963, 32, 35-42.

This article is concerned with the severe economic problems of the migrant farm laborer and with procedures which could help to alleviate the migrant's situation. The nature of the migrant labor problem is discussed and the positions of both the migrant and the farmer are presented. The author stresses the need for federal intervention.

Potts, A. M. School bells for children who follow the crops. Elementary School Journal, 1960, 60, 437-441.

This article describes the migrant children who participated in the five special summer schools Colorado opened in 1959 (lasting for periods of five to nearly eight weeks). Although the children fall into three cultural groups (Anglos, Spanish-American, and those without a readily identifiable cultural pattern), they share certain important characteristics. They possess serious language handicaps, reveal cultural differences which tend to separate them from resident students and from other sub-groups, and initially accept and conform only to the values of their own group. The article closes with a description of Colorado's total program for the education of migrant children.

Sartain, G. A new approach to the migrant problem. International Journal of Religious Education, 1964, 40(11), 18-19.

This article is primarily concerned with the problems faced by migrants who attempt t establish permanent residence; however, it does present a brief, general picture of the migrant laborer's position.

Sheridan, M. L. Family day care for children of migrant farmworkers. Children, 1967, 14(1), 13-18.

A pilot project through which children under three years of age were cared for in family homes by the day is described. This service has been offered for two summers in Columbia, Luzerne, and Potter Counties in Pennsylvania, and it has received strong community support. Because of previous successful experience with day care centers for their older children, parents of these youngest children were eager to cooperate and to enroll them. Quality of care offered was generally excellent and all involved (migrant mothers and children, day-care families) adjusted rapidly and well.

Stern, P. M. Children of neglect: A plea. Parent's Magazine, 1967, 42(1), 30.

The author presents the case of the neglected migrant laborer and points out the lack of legislation which makes the migrant's case an extremely difficult one to remedy.

Sutton, E. Knowing and teaching the migrant child. Washington, D. C.: National Educational Association, 1960.

The author has worked in the capacity of supervisory specialist in migrant education for a pilot project which was inaugurated July 1, 1954, continuing through June 30, 1957. This project was exploratory in nature. General information is included concerning the migrant laborers' living conditions and needs, and suggestions are given for coping with these factors. Instructional techniques, organizational arrangements, and curriculum ideas are presented which have been used in actual situations with the migrant child. The book provides a good summary of the migrant labor problem and of possible correction measures.

Sutton, E. When the migrant child comes to school. NEA Journal, 1961, 50(7), 32-34.

The author discusses factors which contribute to the insecurity and frustration of the migrant child. Included are such elements as irregular schooling, periodic uprooting and reading adjustments, and lack of cultural background. The opinion presented in the article is that these factors can be largely overcome by having the child feel accepted in his new group.

Sutton, E. Wider but not deeper. Childhood Education, 1962, 39, 71-74.

Although many occupations demand that the family be uprooted periodically, the families of migrant laborers are especially hindered in terms of educational experiences because of their disregard for education. Specifically, they lack competencies in communication and in arithmetic. The teacher's primary effort should be directed toward providing continuity of learning for these children.

Taliaferro, E. Tony finds a shell. Texas Outlook, 1963, 47(12), 24-25.

This is a brief story of a migrant child who learned to love school because his individual interests were taken into account.

Texas Education Agency, Texas Project for the Education of Migrant Children. Application for migrant compensatory education project. Austin, Texas, 1967.

This project proposal includes a summary of outstanding characteristics of the migrant child, the purposes and activities of the proposed work-study program as well as the functions of the staff, opportunities for parental involvement, and a four-page description of the summer educational program. The bulk of material concerns the budget for the project.

Thomas, D. R., & Stueber, R. No desk for Carmen. Teachers College Record, 1959, 61, 143-150.

The major problems that the migrant laborer faces are (1) cultural isolation, (2) instability, (3) lack of concern on the part of those who are in a position to help, (4) lack of continuity in educational attempts, and (5) lack of interstate coordination. The authors believe that no one of these problems is insurmountable, and they give general suggestions which could be used to overcome these obstacles. The suggestions, though feasible, are limited in scope.

Winters, M. T. Towns organize to help migrants. International Journal of Religious Education, 1963, 39(9), 14-15.

The author describes help given to migrant Indians in western Washington by church groups in neighboring communities. Medical and dental aid, day care for preschool children, worship services, and recreational programs for all ages offered to the migrants were generally very well received. No educational program was included.

Wood, N. Summer-school help for migrant workers' children. NEA Journal, 1962, 51(5), 18-19.

This is a very brief account of a six-week summer school for Spanish-American migrant children in Rocky Ford, Colorado.

Evaluation Sheet

The material in the annotated bibliography has been evaluated according to the following criteria:

1. General description of the situation, needs, and problems of migrant workers
2. Federal and state legislation for educational or labor conditions of the migrant workers
3. Specific content and structure of effective educational programs for migrant children
4. Description of existing schools or programs for migrant children
5. Content and/or rationale for particular curricula for migrant programs
6. Description of instructional techniques or approaches possibly applicable to migrant education programs
7. Diagnosis of specific learning difficulties pertaining to educationally deprived children

The columns are numbered in accordance with the above listing. An "x" in one of the seven columns indicates the nature of the content of the article.

Each article or book has also been rated on the basis of its relevance to the Bucknell Conference on Learning Problems of the Migrant Child. Three symbols are used for this rating:

*** Excellent (specific and applicable material)
** Good (pertinent, but no definite guidelines)
* Fair (very general information)

AUTHOR (S)		1	2	3	4	5	6	7
Bereiter, C. & Engelmann, S.	***						x	x
Blackwood, P. C.	**			x	x			
Bradman, M. & Kelley, K. C.	***	x		x	x			
Cheyney, A. B.	***						x	x
Coles, R.	**	x						
Commonwealth of Penna. (1958)	**	x			x			
Commonwealth of Penna. (1959)	**	x			x			
Commonwealth of Penna. (1960)	**	x			x			
Commonwealth of Penna. (1963)	**	x			x			
Commonwealth of Penna. (1964)	**	x			x			
Commonwealth of Penna. (1965)	**	x			x			
Cutts, W. G.	*						x	
Edwards, E. P.	***	x		x	x			
First, J. M.	*	x			x			
Florida Dept. of Ed.	**			x	x	x		
Frierson, E. C. & Barbe, W. B.								
Brueckner, L. J. & Bond, G.	**							x
Fletcher, L. G.	**							x
Frierson, E. C.	**						x	
Hirsch, K.	**							x
Kirk, S. A. & McCarthy, J. J.	***							x
Frost, J.	**	x		x	x			
Garcia, A. A.	*	x						
Haney, G. E.	***	x	x	x				
Harnishfeger, L.	*	x			x			
Hefferman, H.	*	x	x		x			
Karraker, C.	***	x	x	x	x			

AUTHOR (S)		1	2	3	4	5	6	7
Kell, L. & Alsup, B.	*	x			x			
Kidd, M. C.	*	x			x			
Laing, J. H.	*	x			x	x		
Lake Byrd Conference Center	**	x		x				
Mackintosh, H. et. al.								
(1)	**						x	
(2)	**						x	
(3)	**						x	
(4)	**						x	
Moore, T. E.	*	x						
Morales, H.	**	x	x	x	x			
N.C.T.E.	***						x	x
Ogle, A.	*	x						
O'Hara, J.	**					x		
Otto, W. & McMenemy, R. A.	***						x	x
Palley, H. A.	*	x						
Potts, A. M.	**	x		x	x			
Sartain, G.	*	x						
Sheridan, M. L.	*	x		x				
Stern, P. M.	*	x						
Sutton, E. (1960)	**	x		x	x			
Sutton, E. (1961)	*	x						
Sutton, E. (1962)	*	x						
Taliaferro, E.	*	x						
Texas Education Agency	*	x			x			
Thomas, D. R. & Stueber, R.	**	x						
Winters, M. T.	*	x						
Wood, N.	*	x			x			